



EMERGENCY PROCEDURE MANUAL

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EMERGENCY CONTACT INFORMATION

Emergency Response (POLICE, FIRE, AMBULANCE)	911
Jeff's cell phone.....	778-676-7744
Fortis BC (gas)	1-800-663-9911
BC Poison Control Centre	1-800-567-8911
BC Hydro	1-888-769-3766
Ministry of Children & Family Development.....	1-800-663-9122

Drill Frequency

Safety drills will be conducted with the following frequency:

- **Fire drills:** 6 drills per year,
- **Earthquake drills:** 3 drills per year
- **Lock-down (Safe Zone) drills:** 2 drills per year

NOTE: Drills will be conducted separately as a school, and also as a whole building (Nootka Court). Nootka Court building management holds regular drills throughout the year. This ensures that the school's safety evacuation plan is in harmony with the evacuation plan for the larger building.

ABDUCTION

BACKGROUND

To avoid abductions:

- Do not release a child to anyone other than the designated parent/guardian, as indicated in the student file (MyEdBC).
- Do not accept substitutes for the designated parent/guardian without proof of prior approval from the parent/guardian and the office.

PROCEDURE

Teacher or Supervising Adult

1. Report abduction, or attempted abduction, to the office immediately.
2. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.

Administrative and Support Staff

- Issue appropriate emergency procedures.
- Call **911** and stay on the line. Have second person call the Inspector of Independent Schools at **250-387-3711**.
- Refer all media inquiries to Jeff Hopkins at **778-676-7744**.

Suspicious Person Alert

If learners, staff or parents express concern about a stranger loitering on or near school property or following students between home and school, report it immediately to the Victoria Police at **250-995-7654** and to Jeff Hopkins at **778-676-7744**

For non-threatening behavior on or near school property, call Victoria Police at **250-995-7654** or report the building security guard posted just outside the front door of the school.

BOMB OR SUSPICIOUS DEVICE

BACKGROUND

A bomb threat could be written, recorded or communicated orally. Most bomb threats, however, are delivered by telephone. Generally, a bomb threat call is made for one of two reasons:

1. The caller knows or believes an explosive or incendiary device has been or will be placed and wants to minimize personal injuries and/ or property damage (the caller may or may not be the person who placed the device); or
2. The caller wants to disrupt normal activities by creating anxiety and panic.

The call recipient must remember to do many things, all of which will aid in the search for the device (unless the threat is unfounded) and provide authorities with as much information as possible for their later investigation. An outline of the **Bomb Threat Phone Checklist** should be kept by every phone to guide the call recipient.

PROCEDURE

Teacher or Supervising Adult

1. Do not touch or approach a bomb or suspicious device.
2. Notify Principal or person-in-charge immediately.
3. Follow Principal's instructions for appropriate emergency procedures.
4. Avoid use of two-way radios and cell phones.
5. Avoid causing vibrations (eg. from running, fire alarms and other movement) since they can detonate some devices.
6. Get students out of the immediate area (**NOT NORMALLY A TOTAL EVACUATION**) and wait for directions from the office.
7. Account for all students and remain in designated area.

Administrative and Support Staff

- In all cases, the Principal is to immediately notify the police by calling **911** (stay on the line). Have second person call the
- Notify all students and staff of the potential danger.
- Have absentee lists and school plan available for the police.
- Work with police and fire officials to determine nature of the device.
- Refer all media inquiries to Jeff Hopkins at **778-676-7744**.

BOMB THREAT

PROCEDURE

Teacher or Supervising Adult

1. Notify Principal or person-in-charge immediately.
2. Follow Principal's instructions for appropriate bomb threat emergency procedures.
3. If told to evacuate, try to get at least 100 meters from the affected area.
4. Account for all students and remain in designated area.
5. Have an absentee list available. (Safety Attendance App on tablet)

Administrative and Support Staff

- In all cases, the Principal is to immediately notify the RCMP by calling **911** (stay on the line).
 - Do Threat / Risk Analysis: (based on information gathered in phone call)
 - *How much time to make your decision to evacuate or not?*
 - *Do you have time to wait for the RCMP to arrive?*
 - *Can the students remain in the classrooms while a reasonable search is made?*

Course of Action:

- The RCMP in conjunction with Jeff Hopkins will determine if an evacuation of the school/site is necessary.

Jeff is currently a bomb threat training authority for public organizations in BC.

- Have absentee lists and school plan available for the RCMP.
- Do not allow re-entry to the building until authorized by police/safety officials.
- Post incident analysis.
- Refer all media inquiries to Jeff Hopkins at 778-676-7744

***Refer to: Bomb Threat Planning Guide.**

BOMB THREAT PHONE CHECKLIST

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**Use this checklist page to record information if a notepad is not available.*

WRITE DOWN:

1. Time of incoming call: _____ AM / PM
2. If "Call Display" is available, record number displayed: _____
3. Time the call was terminated: _____
4. The exact words of the caller, if possible.

5. If incoming number is not displayed, initiate **Call Trace before line is used again (either incoming or outgoing)** by lifting handset and listening for dial tone. **Dial *57**. A voice prompt confirms that the call has been traced. The details of the call are stored at the TELUS Security Department. This information will be released from TELUS to the RCMP, at their request.

QUESTIONS TO ASK:

- ☐ What time is the bomb set to be activated?

- ☐ Where is the bomb located? Floor? Area? Stairwell? Doorway?

- ☐ Is it in the open? Concealed? Disguised?

- ☐ What kind of bomb is it?

- ☐ What does it look like?

- ☐ Why was it placed in the school?

- ☐ How did it get in the school? _____

DESCRIPTION OF CALLER:

Is the caller:

- ☐ Male
- ☐ Female
- ☐ Calm
- ☐ Frightened
- ☐ Young
- ☐ Middle-aged
- ☐ Old
- ☐ Does the caller speak with an accent? What type? _____

- ☐ Does the caller use slang expressions? If so, what are they?

- ☐ Is there background noise? What does it sound like?

Note any other clues:

CHILD ABUSE & NEGLECT

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BACKGROUND

WHAT IS ABUSE?

Section 14 of the Child, Family and Community Services Act requires every person to report promptly to a Child Protection Social Worker when they have reason to believe a child needs protection.

A child needs protection in the following circumstances:

- (a) if the child has been, or is likely to be, physically harmed by the child's parent;
- (b) if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
- (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
- (d) if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
- (e) if the child is emotionally harmed by the parent's conduct;
- (f) if the child is deprived of necessary health care;
- (g) if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
- (h) if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
- (i) if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
- (j) if the child's parent is dead and adequate provision has not been made for the child's care;

PROCEDURE

If a child is in immediate danger, call the Police at **911**.

2nd call to Jeff Hopkins at 778-676-7744.

If you suspect that a crime has occurred, or is occurring, call the RCMP without delay at non-emergency number (front page).

If you, or any school district employee, have reason to believe that a child is in need of protection you must report it immediately to the Ministry of Children & Family Development at **1-800-663-9122**.

Do not contact the parents of the child. Inform the Principal that you have made a report, but keep details of the report confidential.

WHAT TO REPORT

You will need to provide the Child Protection Social Worker with basic demographic information (child's name, address, telephone number, parent/guardian's name, name of siblings, if known) and the details of what you have observed, comments the child has made, and why you believe the child may be in need of protection.

DOCUMENTING YOUR REPORT

School District employees should complete the *Confidential Report of Suspected Child Abuse and Neglect* form and secure it according to the guidelines on the accompanying envelope.

School District employees are required by law to cooperate with investigations undertaken by the Ministry of Children and Family Development or the RCMP.

WHEN A SCHOOL EMPLOYEE, CONTRACTED SERVICE PROVIDER OR VOLUNTEER IS SUSPECTED OF ABUSE:

If the child is in immediate danger, call the Police...911

- **DO NOT** notify the Principal that you have made a report; and
- **DO NOT** notify the school district employee, contracted service provider or volunteer that you have made a report.

ABUSE BETWEEN CHILDREN

- Immediately inform the Principal.
- The child's behaviour will be assessed by school counsellor or principal and appropriate action taken.
- If any party has reason to believe that a child needs protection, a report must be made to a Child Protection Social Worker.
- Call the RCMP if a crime has occurred or is occurring.
- If you are in doubt – call a Child Protection Social Worker for clarification.

COMMUNITY DISTURBANCE

BACKGROUND

A demonstration on school grounds can:

- Disrupt school activities.
- Cause injury to staff and students.
- Damage property.

TIPS: If available, have a bullhorn, cell phone and/or two-way radio available for communication.

Have a camera, tape recorder or camcorder available to document the disturbance and to help in identifying participants.

PROCEDURE

Teacher or Supervising Adult

1. Issue a "Safe Zone" directive, unless principal indicates use of an alternative procedure.
2. Account for all children and remain in a classroom or designated area until contacted.

Administrative and Support Staff

In an Emergency

- Issue appropriate emergency procedures.
- Call **911** (stay on the line) if violent or uncontrolled behaviour is occurring or probable.
- Notify all students and staff of the potential danger.

In a Non-Emergency

- Call Jeff at 778-676-7744.
- Work with police at the scene.

DEATH, SERIOUS INJURY OR MEDICAL CONDITION

BACKGROUND

The cause of a possible death or injury (natural or unnatural) and the circumstances surrounding the incident (violent or not) will affect your behaviour during the event and during post-trauma procedures.

If the death or injury is the result of aggressive behaviour by a student, employee, or intruder, protection of students and staff becomes a key issue in how the event is handled.

Never assume someone is dead until certified by appropriate medical personnel. Provide all possible medical support until that time.

A First Aid designated staff person will be sent immediately to your location by the Principal.

PROCEDURE

Teacher or Supervising Adult

1. Notify the office immediately.
2. Issue appropriate emergency procedures to ensure that students are not unnecessarily exposed to trauma (e.g. Room Clear if in the classroom).
3. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.
4. Rejoin your students as soon as possible.
5. Account for all students and remain with them.

Administrative and Support Staff

- Issue appropriate emergency procedures. Call **911** and stay on the line. Have second person call the Principal if not already notified.
- Send First Aid designated staff person to problem location immediately.
- Ensure that students have adult supervision.
- Call family members or emergency contact of the injured person.
- Refer all media inquiries to Jeff Hopkins at 778-676-7744.

DIRECTED RESPONSE

BACKGROUND

WHAT: Directed Response is used to move students and staff to a specific location inside the building when it is safer to remain in the building than to leave.

WHEN: Directed Response is used when the location of an actual or potential threat:

- Is known and can be confined to a specific area,
- Is far enough from the designated area that safety is ensured.

EXAMPLE: A potentially violent disturbance is occurring outside the building.

PROCEDURE

Teacher or Supervising Adult

1. Immediately take students in a calm, orderly fashion to the area designated by the Principal.
 2. Follow route indicated.
 3. Stay with students, keeping them in a group.
 4. Account for all students and remain in designated area until contacted. Follow school procedures for reporting information.
 5. Report information to the Principal.
-

*** Take your:**

- ✓ Attendance Sheet or Class List; and
- ✓ Emergency Procedures Manual

BACKGROUND

Earthquakes strike without warning, so you must be prepared to begin appropriate protective action immediately.

Since structural damage caused by the earthquake may mean that communications systems will stop working, be prepared to take actions (such as evacuating the building after the ground stops moving) without instructions from the Principal or other authorized personnel. May require the implementation of specific school plans for an extended stay with students and / or emergency evacuation to another site.

PROCEDURE***Teacher or Supervising Adult*****IF INDOORS:**

1. If the Principal sounds an earthquake signal or if you see or feel signs of an earthquake (the ground shaking, hanging objects swaying, objects wobbling on shelves):
 - Take cover immediately under desks, tables or other heavy furniture. (Duck, cover and hold.)
 - Turn away from windows.
2. Stay away from windows, light fixtures and suspended objects.
3. Remain calm, reassuring students by speaking and giving instructions in a firm calm voice.
4. When the quake is over follow **Directed Evacuation** procedures.
5. Remain outside the building until it has been inspected and declared safe by authorized personnel.

Administrative and Support Staff

- Issue appropriate emergency procedures.
- Call **911** and stay on the line. Have second person call the School District

The designated SAFE OUTDOOR AREA is:

- **Patio outside National Car Rental Office**

IF OUTDOORS:

1. Move away from the building if the Principal sounds an earthquake signal or if you see or feel signs of an earthquake.
 2. Go to a clear, open space if possible, such as a playing field.
 3. Avoid utility poles, trees and overhead wires.
 4. Remain calm, reassuring students by speaking and giving instructions in a firm, calm voice.
 5. Account for all students. Remain outside the building until authorized to re-enter. Follow school procedures for reporting information.
- Inspect evacuation route and then evacuate the building as soon as the quake stops.
 - Do not allow anyone to re-enter the building until it has been inspected for safety by Maintenance personnel.

ELECTRICAL OUTAGE

BACKGROUND

This may present a number of situations, which may include loss of light, heat and water. An appropriate response will depend on the circumstances at each school.

PROCEDURE

Teacher or Supervising Adult

1. Remain where you were when the power went out or return to assigned classroom or work area and remain there.
2. If moved to another area, account for all students again.

Administrative and Support Staff

- Determine why power is out and plan accordingly. For example, outage as a result of severe weather conditions may require a wait in the building. Outage as a result of electrical problems may require an evacuation.
- Use the emergency phone lines (fax lines). (This call should come from the location of the outage; BC Hydro system provides a response based on the location of the caller.)

Contact BC Hydro at 1-888-769-3766.

- Call Maintenance at 604-792-4327 (press 0 for reception) or Electrical Call Out list after hours.
- Direct staff to locate all students and teachers.
- Contact **911** (stay on the line) if building is unsafe (electrical problems, etc.).

EMERGENCY CLOSURE

PROCEDURE

Administrative and Support Staff

The Principal will notify you if it is unsafe for children;

- To remain in school until the normal dismissal time.
- To go home at the usual dismissal time.

If early dismissal is involved, the Principal will begin a special pick-up program.

If there is an early dismissal, the school will issue a media release.

Keep teachers and students up-to-date on weather conditions and transportation arrangements.

CONSIDERATIONS FOR EARLY DISMISSAL

For Elementary Students:

In conjunction with your school plan:

1. Determine that the method each student will use to get home is safe and reliable (bus, walking short distances, pick-up by parent).
2. For students taking a bus, go with them to the pick-up site to ensure the bus is available as planned.
3. If students are being picked up by parents, keep them with you until the parent arrives.
4. Account for all children, keeping a record of how and when they left school.

For Secondary Students:

In conjunction with your school plan:

1. Determine that students can get home safely by bus, car or foot.
2. For students taking a bus or being picked up by parents, provide a supervised area where they can wait.

CONSIDERATIONS WHEN STUDENTS MUST REMAIN IN SCHOOL

- Begin making arrangements for any special requirements, such as serving meals or snacks, providing sleeping arrangements or planning recreational activities.
- Direct teachers and students to a safer place in the building if necessary.
- During severe windstorms the safest places to be are interior halls, lower floors and basements.
- During windstorms avoid proximity to windows and areas exposed to the windward force of the storm.

FIELD OR BUS TRIP EMERGENCY

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BACKGROUND

Considerations of the following questions will serve to prepare you in case of an emergency:

1. Have the program planners specify:
 - ➡ Where the group will go? ➡
 - How they will get there? ➡
 - Who will supervise?
 - ➡ When the group will arrive? ➡
 - When the group will leave?
 - ➡ How can they be contacted in an emergency?
2. Have the rules and regulations for student conduct on the field trip been established and communicated to students and parents/guardians in advance of the trip?
3. Is there a roster of all participating children and adults? Has each teacher been instructed to bring the class roster with him/her? Roster to include; school, first and last names of all passengers and DOB and phone numbers of all adults and non- school age children. (DOB and phone numbers of students are available on the Transportation Information System.)
4. Have identification badges been made for all district and school staff who are involved in supervising students?
5. Has emergency medical information been gathered on each student, staff member, and adult volunteers?
6. Have parental/guardian release forms been obtained?
7. If private cars are used to transport students, has the Volunteer Driver Information form been completed?
8. Have Criminal Records background checks on adult volunteers been completed?
9. Do supervising personnel have CPR or emergency medical training?
10. If the field trip is a beach or water outing, will there be adequate life guarding staff whose certifications are current?
11. Is an emergency first aid kit available for the trip?
12. Is there radio communication or cellular phone capability?
13. What arrangements have been made for student supervision and for parents or guardians to pick up students after the field trip?

PROCEDURE

In the event that an accident or emergency occurs:

*Follow procedures as outlined in the
Driver Training Manual.

The Bus or Van Driver

1. Remain with the bus / van.
2. Secure bus in a safe location, turning off power, ignition and lights (4-way hazards may be required).
3. Account for all students and evaluate first aid needs and make appropriate notes.
4. Evaluate need for evacuation. If need to evacuate, move the students at least 30 meters away from the bus.
5. Place triangle reflectors.

Provide the following information to principal by phone:

- Location of the accident and intersecting street
 - Names and number of students on board
 - Injuries, if any? Ambulance required?
 - Have the police been called?
 - Can the bus be driven?
 - Is a back-up bus needed to take the students to school?
6. At the scene, do not discuss the accident with any onlookers. Never speculate about what happened. ***Never accept or place blame.***

Teacher or Supervising Adult

- Stay with the students. Evaluate first aid needs.
- Assist driver as needed.
- Contact school principal.
- Release students only to parents, guardians or authorized representatives.
- Record name of person to whom students were released.
- Record name of person sent to hospital and name of hospital.

Administrator or Support Staff

- Contact School Principal at 778-676-7744.
- Co-ordinate appropriate assistance.
- Refer all media inquiries to the School District Administration Office at **604-792-1321**.
- Give roster to driver who will call names in to Dispatcher, driver will return roster.

FIRE OR EXPLOSION

BACKGROUND

There is a fire or explosion in the building.

***REMINDER: Stop, drop and roll procedure.**

If a student or staff member's clothing catches on fire, do not allow him or her to run. Try to smother the fire by wrapping the person in heavy fabric (coat, rug, curtain, etc.) and rolling the person on the ground. If fabric is not available, roll the person on the ground unwrapped.

A fire or potential explosion in the vicinity of the school may require the implementation of specific school plans for the emergency evacuation to another site.

PROCEDURE

Teacher or Supervising Adult

1. Follow Principal's instructions for appropriate fire drill/emergency procedures.
2. If told to evacuate, try to get at least 100 meters from the building.
3. Account for all students and remain in designated area.

***Take your:**

- ✓ **Mark Book, Attendance Sheet or Class List; and**
- ✓ **Emergency Procedures Manual**

Administrative and Support Staff

- Issue appropriate emergency procedures.
- Call **911** and stay on the line.
- Notify all students and staff of the potential danger.
- Close doors to fire or explosion area as soon as all students and staff are out of the area.
- Provide any other necessary support to ensure student safety.
- Do not allow re-entry to the building until authorized by fire safety officials.
- Refer all media inquiries to the principal at 778-676-7744.

HAZARDOUS MATERIAL SPILL

BACKGROUND

*The first priority is student and staff safety.

Location, quantity, concentration and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, **do not try to clean up the spill.**

Check the MSDS Fetch Website to assess potential or actual threat.

There may be a major hazardous material spill or potential explosion in the vicinity of the school. This may require the implementation of specific school plans for an emergency evacuation to another site.

PROCEDURE

Teacher or Supervising Adult

1. Notify the office immediately.
2. Issue a Room Clear for appropriate emergency procedures.
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Attempt to contain the material if possible when leaving the area by shutting doors, windows, etc.
3. Follow Directed Evacuation procedures.

***Take your:**

- ✓ Attendance Sheet or Class List; and
- ✓ Emergency Procedures Manual

Administrative and Support Staff

- Issue appropriate emergency procedures.
- Call **911** and stay on the line.
- Notify all students and staff of the potential danger.
- Check the MSDS Fetch Binder in the main office, lab, or Nootka Court Maintenance Office (Jason's office) to assess potential or actual threat.
- Refer all media inquiries to the Principal at **778-676-7744**.

SAFE ZONE

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BACKGROUND

WHAT: “Safe Zone” protects staff and students from a threat inside the building, such as an intruder, when it may be more dangerous to leave the building than to stay in a secured room.

WHEN: “Safe Zone” is used when:

- It is safer to stay in an area that can be secured than to move through the building where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion.

EXAMPLES: Dangerous intruder
Active shooter Barricaded suspect

PROCEDURE

Anyone observing a threat or serious potential threat must immediately activate the safe zone.

To activate safe zone:

SCHOOL SIGNAL:

Activate safe zone

- School staff member will immediately announce the lockdown over the PA
- 911 must be called simultaneously
- Contact the Ministry of Education as soon as possible

Teacher or Supervising Adult

1. Lock and barricade (if possible) classroom doors(s) and close window coverings.
2. Shut off all lights and try to make the room appear uninhabited.
3. Check bathroom(s) for students and staff.
4. Staff and students need to get on the floor in the designated safe area in the room.

5. Maintain a calm environment by remaining calm yourself and reassuring students that everything possible is being done to return the situation to normal.
6. Cell phones are not to be used except to communicate to emergency services. Cell phones should be put on silent.
7. Should the fire alarm activate during a lockdown, use critical thinking skills.
Evacuate only if fire/smoke are detected.
8. Remain in secured rooms until notified by Police that it is safe to exit.
9. Designated Individual to await Police arrival outside to give Police access to the building.

SCHOOL SIGNAL:

Activate safe zone

Activate safe zone

Activate safe zone – NOW!

HOLD AND SECURE

BACKGROUND

- WHAT:** Hold and Secure protects staff from an outside threat when it is safer to staff and students to remain inside the building.
- WHEN:** Hold and Secure is used when there is an emergency situation occurring outside and is not related to the school.
- EXAMPLES:** Robbery or any serious criminal offence in close proximity to a school or where a suspect has been pursued by police near a school.

PROCEDURE

1. Person in charge makes the following announcement:
“All exterior doors must be locked and monitored to allow any students from the outside to enter.”
2. Person in charge will receive confirmation from police when school can return to normal functioning.

SHELTERING IN PLACE

BACKGROUND

- WHAT:** Sheltering in Place is used when personal safety is in jeopardy if anyone leaves the school. Everyone remains in the building and protective measures are taken.
- WHEN:** This is used mainly for environmental or weather-related events.
- EXAMPLES:** Weather events such as a sudden blizzard, environmental events such as a chemical spill, dangerous wild animal.

PROCEDURE

Teacher or Supervising Adult

1. Close and lock all windows and exterior doors.

“Attention all staff, the school is now in Sheltering in Place”

2. If necessary, heating and air conditioning systems may need to be turned off to avoid drawing air from outside.
3. Remain inside the building until advised by authorities (B.C. HYDRO / FORTIS B.C.) or Police that conditions are safe.

MEDIA COMMUNICATIONS

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BACKGROUND

Facing the media is one of the most difficult aspects of managing a crisis. The responsibility to protect the students and to respond to the community's concern is enormous. It is important to have an established plan of communication with the media when a crisis occurs.

The Principal or designate is the official spokesperson for the school, and **all inquiries from the media should be directed to the Principal**. However, it is likely that in the event of injury or death, media will visit the site.

PROCEDURE

All media inquiries should be directed to the Principal at 778-676-7744.

- ➡ Inform the Principal (or designate) that you have been contacted by the media and provide the Principal or designate with accurate, pertinent information.
- ➡ The Principal (or designate) will determine who will be the District spokesperson for the issue at hand.
- ➡ Continue to solve or defuse the crisis, referring all media inquiries to the Principal (or designate).
- ➡ Continue to communicate with the Principal (or designate), who will set up an internal communications system.
- ➡ Internal communications will be used to share information between staff members and to help you prepare accurate communications for parents and family members.

However, there may be times when speaking with a reporter is necessary or cannot be avoided. At these times:

- ➡ Do not allow the media to roam buildings, hallways or grounds or allow them access to students.
- ➡ Provide accurate information; we want to be the reliable source of information in crisis situations.
- ➡ Speak conversationally, otherwise your voice will go up in pitch and sound strained. (Do not repeat the reporter's questions when answering. Just provide a quick clear answer).
- ➡ Answer each question honestly and then stop speaking. Do not embellish, elaborate or change your statements. Don't let a reporter's friendly sympathetic manner lead you to provide additional information or assume that your comments are off the record. **Never assume a comment is off the record!** The safest thing is to say nothing about a particular issue if you are unsure.
- ➡ If you do not know the answer, say so. If appropriate, indicate when you would be able to supply the information.
- ➡ If the information is known, but you cannot supply it, say so and explain why (e.g. an injured student's parents have not been contacted yet and you do not want to release the name). It is best not to say "no comment." This phrase makes you sound evasive.
- ➡ If a reporter interrupts you, stop speaking, wait for him or her to finish and then continue with what you were saying.
- ➡ If a reporter asks more than one question at a time, ask which question you should answer first. This will help you avoid sounding confused or rattled.
- ➡ If a reporter asks a **broad question** – be careful! Ask him/her to be more specific.

MEDICAL ASSESSMENT PROCEDURE

BACKGROUND

If a student, volunteer or staff member has a serious injury or medical condition, use the following procedure to analyze the type of assistance needed.

PROCEDURE

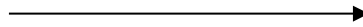
1. ASSESS THE SCENE

Is it safe for all staff? **NO** → **Call 911**

YES



2. ASSESS THE VICTIM



- Does there appear to be a life-threatening condition?
- Does there appear to be breathing difficulty?
- Is there severe bleeding?
- Is the victim unable to walk? IF

NO TO ALL OF THE ABOVE



If YES to ANY items:

- ***Call 911***
- ***Get First Aid designated staff person to the scene and begin first aid.***
- ***Send someone to direct ambulance to the scene.***

If 911 is not needed and staff do not feel the person needs to see a doctor, ensure someone is responsible to advise teacher and family of the incident (as well as other pertinent individuals, i.e. Daycare staff, care aide, etc).

3. **PREPARE** ahead of time by identifying:

Location of first aid kit(s): _____

Designated lie-down space: _____

First-Aid Trained Personnel: _____

4. Complete an Incident Report.

MISSING CHILD

BACKGROUND

A child could be missing from your class for a variety of reasons - which could include abduction, sickness, truancy, disorientation, adventurism or a variety of other reasons.

Missing Child(ren) procedures are difficult to generalize as each school may have a somewhat different set of procedures.

PROCEDURE

Teacher or Supervising Adult

1. Notify the office immediately.
2. Check closets and surrounding classroom area.

WHEN FOUND:

- Advise all searchers
- Interview child and parents

Administrative and Support Staff

- Call on the PA for the child to come to the office.
- Interview contacts – teachers, siblings, noon-hour supervisors, classmates, secretary, to determine:
 - Who was the last contact; and
 - Who spoke with the child.
- Search site – washrooms, playground and common areas.
- Have School Secretary:
 - Prepare hard copy of pupil information sheet;
 - Contact home or emergency contact number; and
 - Check for custodial or restraining order and if present, make a copy for the RCMP.
- In consultation with parents/guardians notify RCMP. Provide them with description, pictures and what clothes the child was wearing.
- Send staff by the house, check with neighbors about other information or possible sightings.
- Other areas to concentrate on:
 - Local stores
 - Malls
 - “Best friends”

ROOM CLEAR

BACKGROUND

- WHAT:** Room Clear, issued by the teacher or supervising adult, is used to send students away from a potential threat, such as a violent dispute between students. Successful use of Room Clear requires:
- That there be a designated safe area.
 - That students understand they must go directly to the designated area when a Room Clear is issued.
 - That there be an established procedure to ensure that the office is notified.
- WHEN:** Room Clear is used when the teacher must remain in the dangerous situation but can send students to a designated safe area.
- EXAMPLE:** A violent situation arises in the classroom.

PROCEDURE

Teacher or Supervising Adult

1. Tell students to go directly, in a calm orderly fashion, to the agreed-upon designated area.
2. Notify office immediately. Include requested response, such as calling **911**.
3. Remain with the problem situation, working to defuse the crisis by remaining calm. Reassure everyone involved that everything possible is being done to return the situation to normal.

**The Designated Safe Area
for my class is:**

**An ALTERNATE
Safe Area for my class is:**

SCHOOL SIGNAL:

SPILLED BODY FLUIDS

BACKGROUND

All body fluids (blood, vomit, urine, feces, and saliva) have the potential to infect people with diseases such as Hepatitis B, HIV or other serious illnesses.

Custodial employees are familiar with safe clean-up and disposal procedures. If possible, ask for assistance.

PROCEDURE

Teacher or Supervising Adult

1. Notify the office immediately.
2. Follow the steps below:
 - Clean up spilled fluids with the disinfectant “**Percept**” available from the Maintenance Cupboard in the Quiet Space Hallway. Ensure that you have checked the expiration date.
 - Place contaminated fluids and clean up materials in a plastic bag, seal the bag and place it in a plastic-lined garbage receptacle.
 - Hand washing is the best single way to prevent the spread of germs from one person to another. **WASH** hands thoroughly with soap and water for at least 15 – 20 seconds.

First Aid Emergency Supplies

hallway cupboard

Administrative and Support Staff

If an employee or student is exposed to body fluids via eyes, mouth, open sores or wounds, call the local Health Unit or Hospital Emergency department immediately.

Reference and Cross Reference Material

Occupational Health & Safety Regulations. Section 6 – Bio-Hazardous Materials

Canadian Centre for Disease Control..... <http://www.cdc.gov>

BC Health Link <http://www.bchealthlinkbc.ca>

SUICIDE ATTEMPT

BACKGROUND

Teachers should make every effort to:

- ② Protect students from witnessing a traumatic event.
- ② Prevent a suicide by calling for assistance immediately and remaining calm when communicating with the person.

PROCEDURE

Teacher or Supervising Adult

1. Notify the office immediately.
(Provide the person's name if known.)
2. Issue Room Clear to remove students from scene.
3. Remain calm and reassure students that everything possible is being done to return the situation to normal.
4. When the principal, police and / or medical personnel have arrived, rejoin your students in the designated Room Clear area.

**A First Aid
designated staff
person will be
sent immediately
to your location
by the Principal.**

Administrative and Support Staff

- Issue appropriate emergency procedures. Call **911** and stay on the line.
- Ensure that an adult who can supervise students is in the designated Room Clear area.
- Contact school counselor and arrange for post-trauma assistance, a safety plan and community support if needed.
- Refer all media inquiries to the Jeff Hopkins at 778-676-7744.

SUICIDE THREAT

BACKGROUND

School employees should take suicide threats seriously and respond promptly. Indicators of suicidal ideation may include: (use threat assessment protocol from school-based training)

- Direct threats to harm oneself.
- Comments such as “I wish I were dead” or “you’d be better off without me”.

Other indicators may include:

- Giving away possessions.
- Desire to end one’s life may show up in artwork, poetry, essays, or preoccupation with an occult group or activity.
- Previous suicide attempt or attempt or death of family member or friend.
- Substance abuse.

PROCEDURE

Teacher or Supervising Adult

1. Immediately notify the Principal or Counsellor of your concerns.
2. Principal/Counselor should follow the **Ask Assess Act model** as outlined in the **Living Works Suicide Intervention Protocol** for Children and Youth.
3. Once a risk assessment has been completed, the School Based Team or Case Conference Team will develop a Safety Plan

SUSPICIOUS OR DANGEROUS PERSON ON SCHOOL GROUNDS

BACKGROUND

A **Suspicious Person** could be someone on school grounds who does not appear to have a legitimate purpose for being there.

PROCEDURE

To deal with suspicious persons on school grounds:

- Direct all strangers or visitors to the office for registration.
- Notify the office immediately of suspicious persons or behaviour.

If appropriate, the following **Verbal Order** would be given by the principal or designate to a suspicious person on school grounds:

“You (name) are hereby directed to immediately leave the lands and premises of this school. Failure to comply with this order constitutes an offence under the Independent School Act.”

BACKGROUND

A **Dangerous Person** is someone whose behaviour suggests a possible threat.

PROCEDURE

Teacher or Supervising Adult

2. Notify office immediately of dangerous or suspected dangerous person.
3. Report immediately to homerooms (Secured Room) or designated safe areas (Room Clear).
4. If the dangerous person is not in your room, follow emergency procedure instructions from the office.
5. Stay with students, keeping them together.
6. Account for all students and remain in the area to which you were sent. (or rejoin your students as soon as possible if you are issued a Room Clear).

***If outside the building, go immediately to closest safe cover.**



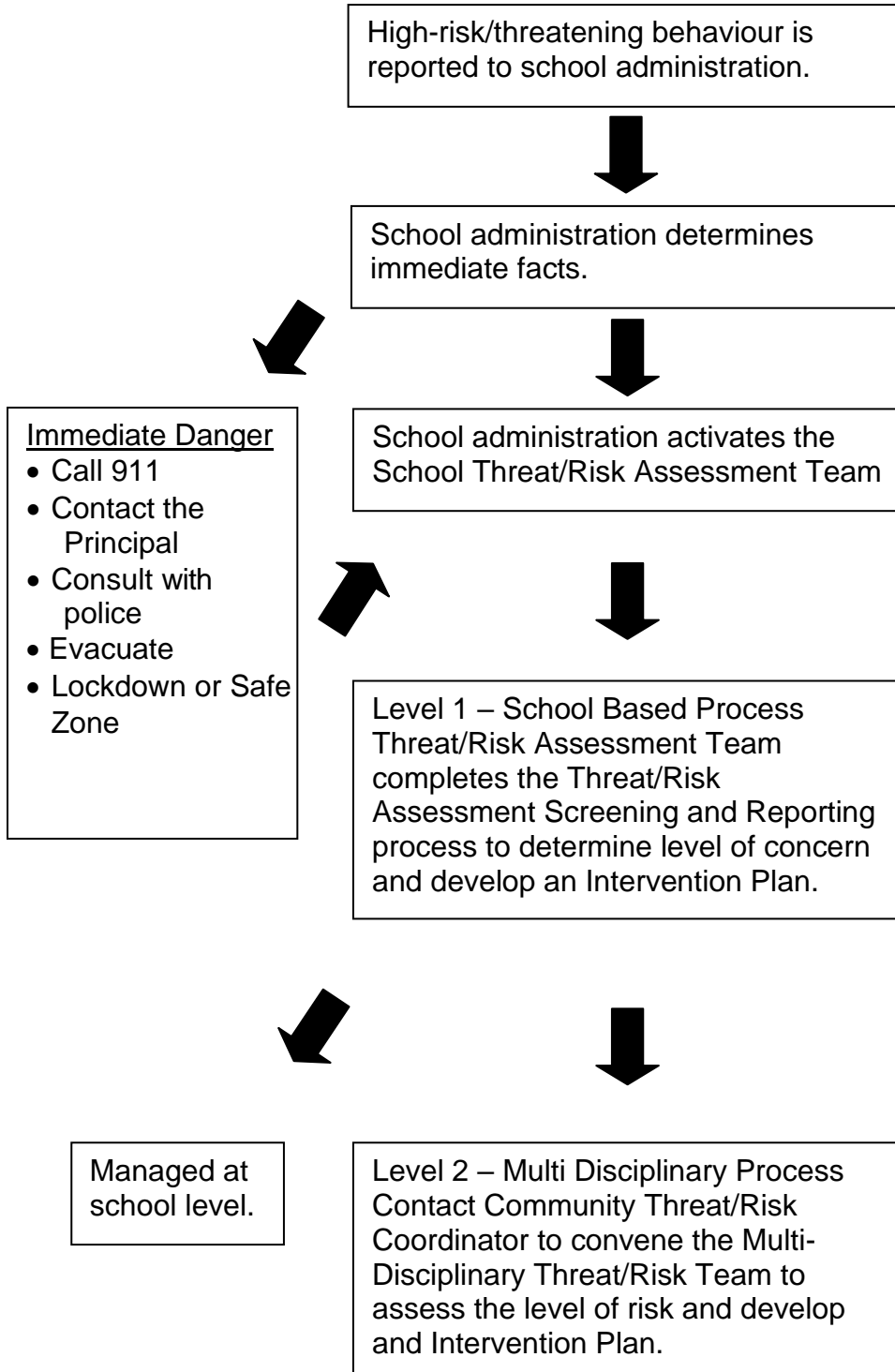
Administrative and Support Staff

- Issue appropriate emergency procedures.
- Call **911** and stay on the line.
- Notify all students and staff of the potential danger.
- Provide police with a floor plan and follow their instructions for moving students and staff.
- Refer all media inquiries to Principal at 778-676-7744.

THREAT ASSESSMENT PROTOCOL

Flow Chart of Assessment Process

Overview of Procedure



Schools should have a Crisis Management Team, typically composed of the Principal, a teacher-counsellor, Health and Safety Committee Chairperson or representative, teacher representatives and support staff representatives.

The School Threat/Risk Assessment Team is a sub-group of this Crisis Management Team and typically consists of the Principal or designate, a counsellor and the RCMP School Liaison Officer, all of whom have been trained.

1. Any employee having knowledge of student threat- making behaviour shall promptly report the information to the Principal or designate who will respond accordingly.
2. The Principal, in consultation with another member of the Threat/Risk Assessment Team, shall determine whether activation of the team is necessary. If the threat is deemed to be “worrisome behaviour” then it can be dealt with as a disciplinary or counselling issue. A meeting with the student and the students’ parents/guardians is typically appropriate.
3. If the threat is deemed to be of greater concern, then the Threat/Risk Assessment Team meets to begin the risk assessment process. Parents should be informed and involved.
4. The threat is reported to the Principal.
5. Additional community support resources can be accessed. Examples include Adolescent Crisis Response Team (Child and Youth Mental Health, Mental Health), Ministry for Children and Family Development and Community Services.
6. The School Threat/Risk Assessment Team investigates, makes an assessment of the level of risk posed by the threat, and develops an intervention plan based on their assessment of the situation.
Assessments are based on data and are multidisciplinary. The principal shall be responsible for maintaining documentation on the incident.
7. **Reminder of WorkSafe requirement:** If any district employee is the target of threats or violence, please contact the Principal.